



Sources of Support

Participation

Sometime when you're feeling important,
Sometime when your ego's in bloom,
Sometime when you take it for granted
You're the best qualified in the room,
Sometime when you feel that your going
Would leave an unfillable hole,
Just follow this simple instruction,
And see how it humbles your soul.

Take a bucket and fill it with water,
Put your hand in it, up to the wrist,
Pull it out, and the hole that's remaining,
Is a measure of how you'll be missed.
You may splash all you please when you enter,
You can stir up the water galore,
But stop and you'll find in a minute,
That it looks quite the same as before.

The moral in this quaint example,
Is do just the best that you can,
Be proud of yourself, but remember,
There's no indispensable [wo]man.
Now please don't be so discouraged;
There's yet something more to do.
Now that you're properly humbled,
Here is a thought that is new.
After you've tried the experiment,
Back to your bucket go.
Once more put your hand in the water,
There's one thing more you should know.



As your fingers break through the surface,
The level will start to rise.
And as this experiment progresses,
The truth becomes hard to disguise.
Even a small contribution,
Will make a change to the whole,
And noting the effect of your effort,
The bottom becomes your goal.
For the more of yourself that goes in,
The greater the result will be;
And though there's no hole when you leave
Your presence is what they see.

-Author Unknown



*The Wisconsin Child Care Information Center
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Wisconsin Department of Workforce Development*

Standing Closer

In a crowded elevator at the NAEYC convention, a first-time conference attendee found herself standing next to Docia Zavitskovsky, former president of the National Association for the Education of Young Children and author of the column "A Docia Story", for Child Care Information Exchange magazine. Docia's anecdotes reflect on trouble spots and tender issues in the daily work with children. The child care worker was surprised and thrilled to see this national figure in real life and at close range.

As they stood side-by-side facing the elevator doors, the newcomer said in a confidential tone, "What a thrill to be standing next to you!"

Docia responded immediately, sidling up shoulder-to-shoulder next to her admirer, beaming jovially and saying, "Then we have to stand just as close as we can get!"

What an apt picture of child care work. We stand for children, as close as we can get.... to families, communities, and each other.

In this issue, we bring to you ways to get closer to each other. Seeking support from others who care for children and offering support in return, strengthens us. Included here, is a list of organizations that have chosen to stand for the cause of children, child care, families, and education. You are offered a selection of free materials and library items that will help you understand issues worth advocating for and how important it is to maintain your own zest in order to give your best.

Advocacy starts by being a friend to children. It means doing more than what is required of you, stepping beyond what is needed and on to what is right. Advocacy does not always mean visiting legislators and marching on Washington, sit-downs, **embargoes**, or **even voting**. Child **advocacy starts as** a small act, correcting a wrong or preventing a mishap. Listen. Watch. Are you hearing a message? ...Stand a little closer.

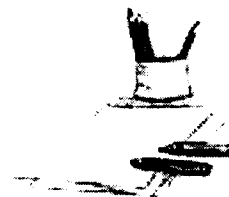
-Lita Kate Haddal, Editor



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Lita Haddal, editor, child care specialist

Ways to Be a Friend to Children

Write letters to the editor, to your legislative representative, to policymakers. Applaud those who help children and families. Blow the whistle on those who hurt them.



Make your workplace family friendly.

Make phone calls about issues that concern you and benefit children and others whose rights are not being respected or needs met.

Reach out to a parent. Remember that all parents want the same things for their children- a home, education and a chance to succeed.

Encourage parents and other people who care about children to register, become informed and vote.



Make your neighborhood an extended family.

Visit your state legislator as well as local government officials.

Be a role model. Children are watching you. They will learn from what you do.

Reach out to a child. A smile or word of encouragement can mean a lot.

Keep an eye on local and national policy decisions that affect children. Find out who's for children and elect officials who put caring into action.

-Catherine Kearn

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News & Views



Shaken Baby Syndrome

by Stephen Lazoritz, MD,
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Margaret K. Rehm, RN, MSN

Shaken Baby Syndrome (SBS) has become a leading issue for those who are involved with the evaluation of and response to child abuse. There is a growing interest and concern nationwide, not only among physicians, nurses, social workers, child welfare workers, law enforcement personnel, prosecutors, attorneys and others who deal with this critical matter at work, but also among members of the community at large. In 1996, the First National Shaken Baby Conference attracted over 800 participants; in 1998, the Second National Shaken Baby Conference attracted over 1,000.

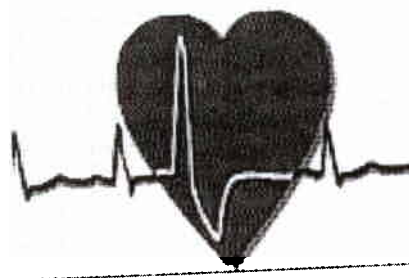
Shaken Baby Syndrome has come to the forefront in legal and medical circles and as a public health issue for a variety of reasons. In all areas of the country and across all demographic lines the number of cases and the mortality rate is significant and growing. There is increasing controversy and disagreement among professionals regarding diagnosis, treatment and management. In addition, the reality of shaken babies highlights the important issues of parenting skills, family communication, and the way we care for our children. SBS demands attention not only because those in the legal and medical professions are affected. The lives of all who interact with children—the vast majority of the public—may be touched by the horror of SBS.

Shaken Baby Syndrome is a common medical condition that is presently under-diagnosed. More than 2,000 children die each year in the United States as a result of physical abuse. Of these, approximately 1,500 are victims of Shaken Baby Syndrome. Because of the difficulty in diagnosing child abuse fatalities, and given inaccuracies in death certificate information, we have no exact count of how many children

have suffered from abusive head trauma (AHT) and shaking injuries.

Even less is known about the estimated 18,000 children who each year suffer serious injuries associated with non-fatal abuse, SBS and AHT. While much is known about other forms of child maltreatment, SBS victims are too young to be able to reveal what happened to them and perpetrators rarely completely disclose their actions. Children's hospitals such as Children's Hospital of Wisconsin see several dozen cases of serious head trauma per year; most of them are related to SBS. Many more infants are shaken who do not receive immediate medical attention. Brain damage suffered by many victims of non-fatal injuries will come to light some time after the abuse has occurred when problems such as cognitive and educational needs are identified.

In addition to the medical aspects of Shaken Baby Syndrome, there are tremendous implications for law enforcement, social service, and legal professionals. Shaken Baby Syndrome is a problem that is best approached in a multidisciplinary manner. It is only with a multidisciplinary response involving a variety of professionals and society as a whole that we can begin to address the medical, social and developmental needs of the shaken baby, and more importantly, prevent the occurrence of this tragedy.



*If you can't hold children in your arms,
please hold them in your heart.*
-Clara McBride Hale.

News & Views

More Money Matters

by Jane Penner-Hoppe
WCCIP

Did you know that there are financial supports available for child care providers that care for children with special needs? This benefit may apply if the child care provider is receiving child care subsidy payments for the child under other circumstances and local county and tribal agencies administering the child care subsidy program have, on a case by case basis, set higher reimbursement rates for special needs children. The provider is required to document the reason for the higher price of care and what extra services are required. Many children with special needs can be integrated into child care settings without ongoing higher reimbursement rates. Often after up-front technical assistance or training, regular payment rates meet the needs. Your local county or tribe can provide you with more information about this policy.

The following are a few of the many places where you can find technical assistance or training to care for a child with special needs:



Wisconsin First Step, 1-800-642-STEP, provides individual matching for child and family needs with services in your area, including local agencies, medical services, family support, local Birth to Three programs, schools, and Head Start programs.



The **Wisconsin Child Care Improvement Project** (WCCIP) operates an inclusive child care project, Mobilizing Partners for Inclusive Child Care, 608-294-8787, that uses five Child Care Resource and Referral Agencies (CCR&R) to promote inclusive child care efforts in targeted areas. WCCIP assists individuals and groups in starting a center and with a range of issues related to child care quality (e.g., health, business practices, and, licensing and regulation). WCCIP also has technical advisors available through a toll-free information line, 1-800-366-3556, who can assist in answering questions related to child care. A series of tip sheets about how to promote inclusive child care, and other aspects of quality child care are also available.



The **Wisconsin CCR&R Network** is comprised by seventeen CCR&R's that cover the state. CCR&R's act as information brokers for families looking for appropriate child care in their area and offer a variety of support services to child care providers

and families to meet individual needs, including technical support to promote inclusive child care. The Network has recently completed the "Tool Box: Opening Doors to Inclusive Child Care" through support from Mobilizing Partners. This kit is a compendium of pertinent information about providing inclusive child care environments for children. The kits are available in each county and through all seventeen CCR&R's. You can find out the CCR&R in your area by calling 1-888-713-KIDS.



The **Parent Education Project**, 1-800-231-8382, offers technical support, training and linkages to resources for parents.



The **Office of Child Care's Child Care Information Center**, 1-800-362-7353, is a resource and loan library that has information available on children with special needs and a variety of other issues of interest to child care providers.



The **Family Village Web Site** of the University of Wisconsin, Waisman Center, www.familyvillage.wisc.edu offers linkages to parent support groups, resources for families and child care providers, and information on specific disabilities.

Another recent change in **Wisconsin Law**, that became effective March 1, 2000, affects Wisconsin families who have children with special needs:

- **Families who have children with special needs, between the ages of 13 and 19, may receive child care subsidies if their families are income-eligible.**
- **Under certain circumstances, parents participating in the W-2 employment programs may be able to stay home with their child if the child has a significant disability.**

For more information about any of these benefits, contact your **local W-2 agency** (regarding eligibility questions), or county or Tribe (for child care reimbursement questions).

Articles & Items to Keep

1. **Calendar of Education & Training Events.** Latest update of state and national conferences and workshops. Also available at the CCIC website: <http://www.dpi.state.wi.us/ccic>

Children With Special Needs

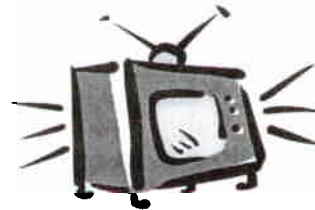


2. **Fragile X syndrome: A guide for teachers of young children.** Michele M. M. Mazzocco & Rebecca O'Connor. *Young Children*, November 1993. Fragile X, a genetically carried condition, is the leading form of mental retardation in children. Without physical signs of delayed development, these children are often overlooked when getting intervention services.
3. **Intervention- The earlier, the better.** Suzanne Ripley. *Early Childhood News*, May/June 1998. Everyone, child, parent, caregiver and teacher, benefits when a child with delayed development is helped at an early age.
4. **Including all children.** *Scholastic Early Childhood Today*, August/September 1994. Five simple steps to meeting all children's unique needs successfully: Provide a quality program, project a positive attitude, obtain additional training, work with families, and collaborate!

TV Danger



5. **Tough talk from Captain Kangaroo.** Janet Coburn. *Early Childhood News*, September/October 1998. "I would love to blame television for virtually all of our faults, but emotional abuse, I think, is our principle problem when it comes to child abuse in this country". Children's TV viewing habits are the result of modeling by parents. Bob Keeshan urges Americans to invest in children now, with time and sensible policies.
6. **Beginnings workshop: Media culture and young children.** *Child Care Information Exchange*, July 1999.
Changing needs, changing responses: Rethinking how we teach children. Diane E. Levin.
Watching television: What are children learning about race and ethnicity? Linn & Poussaint.
Empowering parents and teachers to protect children. Joanne Cantor.
Helping children avoid the perils of television by improving their education. Sally Cartwright.
7. **Even good TV is bad for kids (Or as John Rosemond says, "How NOT to raise a gifted child.").** Deborah Hage. [On-line]. Available at: <http://www.debrahage.cpm/pwp.televisn.htm> [access date: April 24, 2000]. In this easy-to-read article, the author, a specialist in attachment disorders, explains why young children are harmed by the unreciprocated eye contact a TV screen image demands, saying, "TV can compromise the development of cause and effect thinking and value development".



*What its children become,
that will the community become.
-Suzanne la Follette.*

8. **Factsheets from the American Academy of Child & Adolescent Psychiatry.** [On-line]. Available <http://www.aacap.org/publications/factsfam>
Children & watching TV. Children who watch a lot of television are likely to have lower grades in school, read fewer books, exercise less, and be overweight.
Children & TV violence. Some of the effects of TV violence in children and teenagers are: they become "immune" to the horror of violence, they gradually accept violence as a way to solve problems, they imitate the violence they see on TV, and they identify with certain characters, victims and/or victimizers.
Children and the news. Children can react adversely to news reports they see and hear. This factsheet includes some guidelines for minimizing the effects of watching negative news.
Children online. The same level of guidance provided for children's exposure to magazines and stranger danger should be applied to a child's online experience. This factsheet includes reminders of the risks and guideline suggestions for online computer use by children.

Child Guidance and Children's Emotional Health



9. **Beginnings workshop: Resiliency in children.** *Child Care Information Exchange*, November 1999.
Adverse effects of witnessing violence. Victor LaCerva.
Relationships and the developing mind. Daniel J. Siegel.
Support resilience by connecting children with nature. Karen Stephens.
Stories of children in Croatia: Resilience and trauma. Aleksandra Selak Zivkovic.
What we do matters. Tamar Jacobson Meyer.
10. **When a child is lethargic.** Robert & Gloria Needlman. *Scholastic Early Childhood Today*, August/September 1994. Slow reactions in children can signal problems at home, sleep disturbances, medication imbalances, or serious illness.
11. **The anxious child.** American Academy of Child & Adolescent Psychiatry. [On-line]. Overly tense or uptight children may appear as compliant and quiet and not exhibit their true difficulties. Available <http://www.aacap.org/publications/factsfam/anxious.htm>
12. **Docia shares a story about taking time to talk.** Docia Zavitkovsky. *Child Care Information Exchange*, January 1994. Band-aids and telling about one's sores and scars are important in relieving anxiety in small children.
13. **"It lets the sad out": Using children's art to express emotions.** Barbara Rodriguez. *Early Childhood News*, July/August 1997.
14. **Lighten up!** Ten ways to put a grin in the daily grind and make life with kids a whole lot easier. Nancy Samalin & Patricia McCormick. *Parents*, September 1993. Humor does the trick; exaggerating, doing the unexpected, or saying something ridiculous liberates everyone from routines that have become ruts.
15. **The child with a long-term illness.** American Academy of Child & Adolescent Psychiatry. [On-line]. Besides their illness, children with long-term illnesses may go through stages of anger or guilt. Available <http://www.aacap.org/publications/factsfam/illness.htm>
16. **Understanding violent behavior in children & adolescents.** American Academy of Child & Adolescent Psychiatry. [On-line]. Factors that increase the risk of violence in youth, warning signs and prevention strategies, e.g. reducing children's exposure to violence in the home, community, on television and video. Available <http://www.aacap.org/publications/factsfam/behavior.htm>
17. **Children of alcoholics.** American Academy of Child & Adolescent Psychiatry. [On-line]. One in five Americans grow up with alcoholics and run a high risk of emotional problems and alcoholism themselves. Lists traits a child might exhibit. Available <http://www.aacap.org/publications/factsfam/alcoholc.htm>
18. **Children and divorce.** American Academy of Child & Adolescent Psychiatry. [On-line]. Children often believe they are the cause of their parents' conflict. How children may react and reminders of how to help them through this distressful time. Available <http://www.aacap.org/publications/factsfam/divorce.htm>
19. **Children and grief.** American Academy of Child & Adolescent Psychiatry. [On-line]. Children express their grief differently than adults. Includes some normal coping reactions and warning signs of when to seek professional help. Available <http://www.aacap.org/publications/factsfam/grief.htm>
20. **Caring for the little ones: Continuity of care.** Karen Miller. *Child Care Information Exchange*, September 1999. Continuity of care is a staffing system that allows the same caregiver to remain with a small group of children through the infant and toddler years enhancing children's emotional security, shown in less adjustment time in transition periods and stronger relationships with other children. For caregivers, there is greater job satisfaction.

*There's many a battle fought daily
the world knows nothing about.*
-Phoebe Cary.



- 21. Caring for children's hearts, souls, and spirits.** *Young Children*, January 2000. Series of articles reflecting on the depth of thought which children are capable of as they make sense of the wonder of the world.
A more tender separation. Bette Simmons.
In defense of creativity. Carole Kurtines-Becker.
Caretaking of children's souls: Teaching the deep song. Sandra B. Turner.
How to nurture the spirit in nonsectarian environments. Aline D. Wolf.

- 22. About your child's emotional health.** 1997. Channing L. Bete Co., Inc. Brochure. Good emotional health means that children bounce back from unhappy experiences.

- 23. Ask Dr. Klein.** Stanley D. Klein. *Texas Child Care*, Spring 1998. Bedwetting in children over age five.

- 24. Time to take a nap.** Susan Entz. *First Teacher*, September/October 1996. Naptime can be stressful for adults and children. Children's rest needs vary; careful planning can ease the transitions into rest period.
- 25. Positive discipline: Six strategies for guiding behavior.** Marian Marion & Robin Muza. *Texas Child Care*, Fall 1998. Excellent article explaining positive discipline and the guidance strategy to helping children choose cooperative behavior in preschool and school-age group settings.
- 26. Caring for the little ones: Structure for success, 30 preventive discipline techniques.** Karen Miller. *Child Care Information Exchange*, March 2000. Guidance strategies for working with infants and toddlers.
- 27. Behavior guidance for preschool children: The parent & provider team.** Marilyn Leraas & Lita Haddal. When parents and providers have the same expectations for children, confusion is avoided and a seamless day of encouraging guidance is the result. Brochure.
- 28. Love & learn: Discipline for young children.** Alice S. Honig. 1989. NAEYC. Brochure. Gentle words to guide adults in leading children toward acceptable behaviors.
- 29. Find the calm, avoid the storm: Relaxation techniques.** *Texas Child Care*, Summer 1995. Caregivers can lead children in games that defuse stress and help build skills in controlling emotions.
- 30. Time for "time-out" to retire: Let "balance center" take its place.** Sue Lawyer-Tarr. *School-Age Notes*, April 1999. Time-out as a guidance method is usually misused, whereas a balance center for children to regain their emotional balance after aggressive situations can represent a safe and quiet harbor rather than a punishment.
- 31. I'm too old for day care.** *Texas Child Care*, Spring 1997. At age 8 or 9, some children begin to complain about going to child care. Sometimes it is only one part of the program that dissatisfies them. Although it may be tempting, letting children stay home alone may be dangerous and force them to cope with things before they are developmentally ready.
- 32. Time to go home.** Karen Stephens. *First Teacher*, September/October 1996. End-of-the-day time can be disruptive or too stimulating for some children. Forewarning children through daily rituals and cues helps stabilize departure time emotions.
- 33. Helping children learn self-control: A guide to discipline.** 1998. NAEYC. Discusses discipline versus punishment and preventing problems with emotions before they happen.

34. **Positive parenting: Raising emotionally healthy children.** A parent take-home page on self-love, self-concept and self-esteem. *Early Childhood News*, October 1999.
35. **Redirecting aggressive play.** Valerie Ramos-Ford. *Texas Child Care*, Summer 1995. Play is a preparation for life. This article explains why we should not be surprised when children play aggressively in certain situations. Deciding how much is too much and ways to redirect this energy are discussed by the author.
36. **Five tips for guiding children's behavior.** Elaine Goodwin. *National Network for Child Care*. Reproducible handout. Plain and direct advice to caregivers and parents about teaching children what is acceptable and appropriate behavior.
37. **Isn't it time for adventure play?** *Texas Child Care*, Spring 1993. Although adventure playgrounds may look like a collection of junk, they are play areas constructed of real life authentic materials by children, freely exploring under the supervision of trained play leaders.
38. **Help children develop a can-do attitude.** Tommie Lawhon. *Texas Child Care*, Spring 1994. Children who are confident making healthy decisions, grow into competent and responsible adults.
39. **Creating a sense of community.** Ellen Booth Church. *Scholastic Pre-K Today*, March 1992. Children's sense of community develops in continuous stages. The skilled caregiver models healthy team attitudes during group time and throughout the day.
40. **Guiding young children: The keys to group and individual management.** Sureshrani Paintal. *Early Childhood News*, September/October, 1998. Teachers can guide behavior by preparing room arrangement before children even arrive. The physical features of the room can assist children in playing independently and in a predictable manner. Tips for how to arrange children's environments.

Child Abuse



41. **Children & sports.** American Academy of Child & Adolescent Psychiatry. [On-line]. Important reminders of the intentions of sports for children and some of the pitfalls adults fall into when coaching children's sports. Ways to provide positive feedback and emotional support to children. Available <http://www.aacap.org/publications/factsfam/sports.htm>
42. **Factsheets from the American Academy of Child & Adolescent Psychiatry.** [On-line]. Available <http://www.aacap.org/publications/factsfam/>
 - Child sexual abuse.** 80,000 cases are reported annually; many more go unreported. List of behaviors that may indicate the child has been sexually abused.
 - Child abuse – The hidden bruises.** Thousands of children die from abuse every year. In those that survive, emotional damage often surfaces in adolescence. List of behaviors that are typically found in abused children.
43. **Fact sheets on child abuse.** National Clearinghouse on Child Abuse and Neglect Information. Children are the most vulnerable to abuse and their primary caretakers are most often the perpetrators. This packet defines child maltreatment, includes child abuse and neglect national statistics, and answers frequently asked questions on child abuse and neglect.
44. **Signs of abduction.** Jacob Wetterling Foundation. *Child Care Report*, February 1993. Signs of suspicious activity that may signal a child has been abducted by the adult accompanying him/her. Child care providers need to be alert to all children whether in their care or not.
45. **Shaken baby syndrome: Prevention, detection & action.** The Shaken Baby Alliance of Wisconsin, Inc. When a child is shaken back and forth in a "whiplash" motion, the child is a victim of shaken baby syndrome that can result in blindness, deafness, permanent brain damage or death.

Caring for the Caregivers



46. **Who's caring for the caregivers?** Karen Petty. *Texas Child Care*, Summer 1999. Ten suggestions for daily rituals that can change one's outlook on life, from visualization to finding a mentor.
47. **Oh those aching backs.** Susan S. Aronson. *Child Care Information Exchange*, March 1996. Child care staff need to practice good back care by doing exercises to strengthen the back and planning how to lift children properly. Exercises included.
48. **A review of latex sensitivity.** Jeannie Druckenmiller. *Wisconsin AIDS/HIV Update*, Summer 1998. Allergic reactions to natural rubber latex can be dramatic. Because gloves are required for caregiving tasks, attention needs to be paid to what types of gloves are being used in the center.
49. **Adding back-up care to your center.** Liz Kinstlinger. *Child Care Information Exchange*, September 1999. The need for a substitute caregiver when illness or other emergencies arise can be a stressful situation for parents and providers. This article outlines how to build such a program into center operation and includes tips for compiling a list of back-up staff.
50. **Give yourself a break!** Marcy Whitebook. *Scholastic Early Childhood Today*, January 1994. Too often administrators and staff dismiss their own needs and overextend themselves when dealing with schedules, staffing shortage and facility design. Communication and shared decision making helps alleviate work-related stress.
51. **Striving for mental health in the early childhood setting.** Sharon M. Cadiz. *Young Children*, March 1994. Three easy-to-implement preventive measures for breathing fresh air into your program: circle time, daily affirmations, and action plans.
52. **Who owns this problem anyway? Changing the way we communicate.** Jane Harris. *Child Care Information Exchange*, March 1994.
53. **Self-care quiz.** Sue Baldwin. *Scholastic Pre-K Today*, March 1992. How do you rate in preventing your own burnout?
54. **Finding yourself in the books you read to children.** Concordia University, Circle of Support, April 2000. Teachers reflect on their own philosophies in this collection of reviews of children's books. Reading to children can lift your spirits and reinforce your goals for the children and families you work with.

Building Leadership Skills



55. **Catching advocacy: Books and articles to help you.** Catherine Kearn & Lita Haddal. A list of materials available from CCIC that will clarify how you can take more of a leadership role in deciding on issues that affect children. Includes tips for contacting and working with legislators, funding sources and action plans for business and faith communities to become involved in child abuse prevention, and a list of agencies dedicated to promoting community collaborations to benefit children.
56. **Taking communication to a new level: Putting technology to work.** Roger Neugebauer. *Child Care Information Exchange*, January 2000. Staying abreast of labor saving technology can enhance contact with parents and build enrollment while lightening the load of administering of your business.
57. **Leadership evaluation tool: Are you a well-rounded leader?** Developed by the Redlands Christian Migrant Association, Immokalee, FL. *Child Care Information Exchange*, January 1994. Rate yourself in 8 areas to see if you are leading or bullying.
58. **The art of power networking: Guidelines for telling your story effectively.** Dwayne A. Crompton. *Child Care Information Exchange*, January 2000. Building a broad base of contacts and friendships can prove valuable when the need for assistance arises.

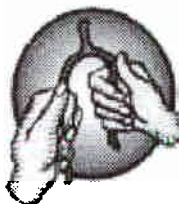
59. **Energizing our workforce.** Margie Carter. *Child Care Information Exchange*, September 1999. Strategies for making sure everyone involved in an organization feels a part of the team, respected, shares in the decisionmaking, and has opportunity for personal growth.
60. **List of websites for finding grants.** 16 Internet websites that give up-to-date information about where the money is and what types of projects are being funded.
61. **Help define Wisconsin's future...With a career in childcare.** Wisconsin Department of Workforce Development. Brochure with information and inspiration for potential child care providers.
62. **Who's caring for your child? Critical questions for parents.** Center for the Child Care Workforce. Brochure for parents reminding them to find out how much training their child care provider has, how much caregiver turnover there is in the center their children are at, how much the teachers of their children are paid, and what the program is doing to improve the education, turnover, and salary of the adults working every day with their children.
63. **The other Wisconsin miracle: How Wisconsin foundations are helping create a responsive market for child care.** Douglas J. Besharov & Nazanin Samari. [Online]. With the help of grants from private donors, a coalition of day care providers in Milwaukee is providing a wide variety of two-generational services for inner-city, low-income parents and children. While helping children receive quality care, they are also helping parents break the "bonds of poverty". Available at <http://www.philanthropyroundtable.org/99-05-06/besharov.html>



Some people want government to be more paternalistic toward poor families, and help ensure that the children have good care, because the families may not be able to do that...

The philosophy in Wisconsin has been more that we want to empower poor families to make good choices, and we want to give them the resources and tools that they need to make those choices.

-David Edie.



Poor people are allowed the same dreams as everyone else.
-Kimi Gray.



Books to Borrow

Building Support in the Community

64. **Parents and teachers as partners: Issues and challenges.** R. E. Rockwell, L. C. Andre, & M. K. Hawley. A practical book of strategies for organizing parent groups and volunteer networks.
65. **Between teacher & parent: Supporting young children as they grow.** Adele M. Brodtkin. 45 true-life troublesome child care situations are shared with recommended ways to resolve them.
66. **Starting out right: Developmental assets for children.** SEARCH Institute. Children need to develop skills that lead to inner health and future leadership roles. Whole communities need to find ways to help in this lifelong process through supportive family and youth programs. Included are charts of 40 assets for children ages 1-2, 3-5, 6-11, and 12-18 years old that can be strengthened in them. Examples of assets are: a sense of purpose, caring, resistance skills.

Building villages to raise our children: Guides to comprehensive family support services. Harvard Family Research Project. This series of workbooks offers practical managing a family support program and understanding the principles behind community collaborations.

67. **From programs to service systems.** Heather B. Weiss. Addresses the need to change the way families receive support so that instead of many limited programs, a network of programs evolves and offers a comprehensive community system of services.
68. **Collaboration.** Jacqueline Kraemer. Making the connections between organizations and delivery models and working out how to work together.
69. **Funding and resources.** Juliette Fay. How to cultivate a financial and human resource base and sustain community funding support for a family program.
70. **Evaluation.** Pamela B. Miller. Examining the who, what, when, where, why of a successful program. Includes map for assessing neighborhood assets.
71. **Community outreach.** Elena M. Lopez. Three phases: recruiting participants, sustaining participation, and preparing participants for stand-alone leadership in the community.
72. **Staffing.** Mona R. Hochberg. A program requires good staff. This guide discusses the hiring and interviewing process and the characteristics of staff embracing the family strengths model philosophy.
73. **Making a difference: A handbook for child care providers.** California Child Care Resource and Referral Network-Partners in Prevention. Child care providers can do much to prevent and report child abuse. Protecting children against abuse by providers is also a concern of centers.

Business Leadership

74. **The visionary director: A handbook for dreaming, organizing, & improvising in your center.** Margie Carter & Deb Curtis. A practical book for energizing staff and getting creative juices flowing while reflecting on the role of centers as hubs in communities and for families. Many insightful strategies for getting organized.
75. **The art of leadership: Managing early childhood organizations. Volume 1.** Roger Neugebauer, editor. A collection of articles from Child Care Information Exchange magazine on leading an organization, developing management and leadership skills, legal issues in management, managing finances, and fundraising.
76. **The art of leadership: Managing early childhood organizations. Volume 2.** Roger Neugebauer, editor. A collection of articles from Child Care Information Exchange magazine on personnel management, developing and evaluating a program, involving parents and the community in child care programs, and a list of books for directors seeking more in-depth information on the topics in this 2-volume series.

77. **When women work together: Using our strengths to overcome our challenges.** Carolyn S. Duff. Child care usually means a number of women have to work together as a team. The caring and compassion involved in this work can actually lead to destructive behaviors, such as jealousy and gossip. A very readable book to help sort out the whys and hows of fixing relationships.
78. **Leadership in early care and education.** Sharon L. Kagan & Barbara T. Bowman, editors. A collection of articles and commentaries on community and professional leadership and advocacy seen from different angles, i.e., resource & referral agency, university, or teacher, and how everyone can make a difference for children.
79. **Managing money: A center director's guidebook. Articles from Child Care Information Exchange.** Roger Neugebauer, editor. A truly practical book full of graphs and tables to help in budgeting, fundraising, and evaluating finances, fees, and salaries in child care centers.
80. **Child care options for employers.** Wisconsin Child Care Resource & Referral Network. In this easy-to-read manual, many sticky issues for employers are addressed with step-by-step guidelines to developing solutions to, ie, a voucher/reimbursement system, care for sick children, alternative work schedules, and much more.
81. **250 Management success stories from child care center directors.** Reprinted from Child Care Information Exchange. How typical center problems, from parent involvement to motivating staff, have been solved by directors from all over the U.S.
82. **Lifesavers: Tips for success and sanity for early childhood managers.** Sue Baldwin. Each problem is first met by a self-quiz and some survival tips, followed by an examination of the problem with an eye to solving it more permanently. At the chapter end, the reader is asked to name future steps toward change.

Child Guidance and Children's Emotional Health



83. **Understanding temperament: Strategies for creating family harmony.** Lyndall Shick. Understanding children's inborn way of reacting to life and learning how to react to their unique natures can resolve conflict and lead to capable, cooperative behaviors.
84. **Getting it right with children.** Madelyn Swift. A humorous book about building cooperative relationships with children. Solving problems together through respect and steady guidance is always more successful than punishment.
85. **The values book: Teaching 17 basic values to young children.** Pam Schiller & Tamera Bryant. Activities and discussion ideas for adults to use in helping children build character.
86. **What do you stand for? A kid's guide to building character.** Barbara A. Lewis. Each chapter deals with a character trait. Potential dilemmas are presented as the basis for children's discussions. True stories featuring children as problem solvers conclude the sessions. Activities and outside resources are included.
87. **There's gotta be a better way: Discipline that works!** Becky Bailey. Discipline starts with adults learning to control themselves. Understanding one's need to control and retain power is the first step in breaking the pattern of bullying used by many adults to control children. Learning to lead and guide children is the goal with a calmer, less stressful caregiving situation the result.
88. **Ties that stress: The new family imbalance.** David Elkind. Families and family systems have undergone vast changes from the last generation. Understanding what the family has become and what children must not become is an urgent message for all. Families must find new ways to become strong.
89. **Curriculum of love: Cultivating the spiritual nature of children.** Morgan Simone Daleo. Children have a need to develop spiritually. This non-denominational approach to developing the values of joy and compassion in children uses movement, art, storytelling, and contemplation.

90. **The optimistic classroom: Creative ways to give children hope.** Deborah Hewitt & Sandra Heidemann. An excellent book for planning nurturing activities that build community in groups and resiliency in individuals.
91. **Unsmiling faces: How preschools can heal.** Lesley Koplow, editor. This book provides a theoretical foundation for early childhood professionals to provide a therapeutic classroom environment for dealing with the normal and exceptional emotional needs of children.
92. **Meeting the challenge: Effective strategies for challenging behaviors in early childhood environments.** Barbara Kaiser & Judy Sklar Rasminsky. Wonderful book that causes the reader to rethink center expectations and teacher preparation for aggressive behavior. Research shows that between the ages of 9 months and three years, approximately half of all children (53% of boys and 41% of girls) are aggressive, using biting, hitting, kicking, etc., to express their feelings and needs.
93. **Guidance approach for the encouraging classroom.** Daniel Gartrell. An excellent book for understanding mistaken behavior in children and procedures for working out fair and consistent conflict resolution.
94. **I love you rituals: Activities to build bonds and strengthen relationships with children.** Becky Bailey. Social games that help both adults and children learn to like each other and feel good.

Early Brain Development



95. **The myth of the first three years: A new understanding of early brain development and lifelong learning.** John T. Bruer. Learning continues throughout life even into old age. We must help children be all that they can be regardless of their experiences prior to arriving in our care.
96. **How your child is smart: A life-changing approach to learning.** Dawna Markova with A. R. Powell. Children have different learning patterns. This author identifies six: show and tellers, seer/feelers, leaders of the pack, verbal gymnasts, wandering wonderers, and movers and groovers. Knowing each child's pattern can help in teaching and leading school-age children.
97. **Learning & memory: The brain in action.** Marilee Sprenger. This book explains the brain and the many scientific terms associated with it in understandable ways, applying knowledge of how learning takes place to actual learning situations with children and offering choices for helping learners retain knowledge.
98. **Project Spectrum: Early learning activities. Project Zero frameworks for early childhood education, Volume 2.** Jie-Qi Chen, editor. Emily Isberg & Mara Krechevsky, contributing editors. Many curriculum ideas for applying the multiple intelligences theory to classroom activities. Ideas include mechanics, construction, puppets, cookie math, dinosaur games.

Children with Special Needs



99. **The new language of toys: Teaching communication skills to children with special needs, a guide for parents and teachers.** Sue Schwartz & Joan E. Heller Miller. Reader-friendly guide to how language development in all children can be assisted with homemade toys and materials.
100. **A guidebook for parents of children with emotional or behavioral disorders.** Minnesota edition. PACER Center, Inc. Different philosophies and therapies are discussed, available programs and services, what part parents have in the Individualized Education Plan of their child, and what help they can expect from the school district.
101. **Honorable intentions: A parent's guide to educational planning for children with emotional or behavioral disorders.** PACER Center, Inc. This helpful, matter-of-fact book answers many of the questions parents have about school policy regarding their child's emotional disability and what they can do about it.

Audiovisual Materials to Borrow



Caring for the Caregiver



102. **Caring for the caregiver.** Winnipeg, Manitoba: Family Day Care Association of Manitoba, 1993. VHS, color, 18 min. + guide. The first step in providing quality care for children is caring for ourselves. In this tape, infant and toddler caregivers share their thoughts on the rewards and challenges of caregiving and tell what they do to alleviate stress and care for themselves.
103. **Discipline, stress, and the human environment.** Lubbock, TX: Creative Educational Video, 1994. VHS, color, 30 min. + study guide. Illustrates ways in which stress felt by caregivers can cause children to behave badly and how bringing stress into the child care environment affects the whole system because "we see what we feel". We learn what causes stress, who is at risk, positive and negative effects of stress and ways to handle work stress.
104. **Laugh & learn II.** Allen Mallory. Tuscaloosa, AL: Allen Mallory, 1996. VHS, color, 2 hrs. A humorous look at child care from Allen Mallory, a college teacher and stand-up comic who's been a day care aide, teacher, center director and owner and whose comedy workshops have made him one of the most in-demand speakers in our field.
105. **Avoiding child care burn-out.** Lubbock, TX: Creative Educational Video, 1996. VHS, color, 34 min. + study guide. An overview of what child care burnout is, how you can recognize it, what causes it, and what you can do about it.
106. **Short circuiting stress: Changing the way you think about stress.** James E. Porter. Norwalk, CT: Audio Vision, 1994. VHS, color, 18 min. + leader's guide. Demonstrates how you can control your reaction to stress by controlling what you think about stressful events. Gives five good strategies for short-circuiting stress.
107. **Child care careers: Help define the future.** Madison, WI: Wisconsin Department of Workforce Development, 2000. VHS, color, 12 min. A motivational video for potential child care providers who may be undecided about making child care their career choice. Also an excellent reminder for seasoned providers about the value of working with children.

Child Guidance and Children's Emotional Health



108. **Songs for I love you rituals.** Becky Bailey. Oviedo, FL: Loving Guidance Inc., no date. 1 audiocassette, 46 min. + book **I love you rituals: Activities to build bonds and strengthen relationships with children** (208 p.) "I love you rituals" are delightful interactions and games adults can play with children from infancy to eight years of age. They send a message of unconditional love and build strong bonds between adults and children, both children who are happy and children who are hurting. This tape provides music for 29 rituals, adding to their power to connect children and adults through fun, touch and music.
109. **Touch a heart, teach a mind: Brain smart ways to build bonds.** Becky Bailey. Oviedo, FL: Loving Guidance Inc., no date. VHS, color, 22 min. This video shows Dr. Becky Bailey and other caregivers doing "I love you rituals" with children, and it explains how the activities accomplish four specific goals. They strengthen the dopamine system in the brain to increase attention span and self-esteem, they encourage conscious touching to increase neural development and prevent learning disabilities, they build strong bonds between adult and child, and they create rituals to express our most important values.
110. **How caring relationships support self-regulation.** Marie Goulet, George Brown College. Toronto, Ontario: Marie Goulet, 1998. VHS, color, 68 min. + video guide. Excellent video on how children develop self-regulation through their relationships and interactions with caregivers. Wonderful footage from child care settings shows caregiver practices that support self-regulation in infants, toddlers, preschoolers, and school-age children.

Preventing discipline problems. Beaverton, OR: Educational Productions, Inc., 1999. 6 VHS, color, 27 min. videotapes + 3 facilitator's guides + 3 viewer's guides. Excellent series for all adults working with children ages three to eight. Each of the three units pairs a teaching video with an interactive practice video. Each teaching video shows discipline prevention strategies from real life classrooms. Each practice video contains interactive exercises that challenge us to try out and refine what we've just learned and to prepare to redirect our energy from coping with discipline problems to preventing them. The flexible training packets include many useful print materials and work well for group training or self-study. Units are loaned individually.

111. Unit 1: Building a prevention strategy: Getting proactive - getting results. Smoothly running classrooms look like they require little effort from teachers, but this tape shows us there's really a powerful prevention strategy at work. Teachers don't wait for conflict to erupt. Instead they work at identifying the positive behaviors that help keep disruptions and conflicts to a minimum, they create rules and goals that transmit clear expectations, and they encourage and promote prosocial behaviors.

112. Unit 2: Supporting transitions: Easing the troublespots. Transitions are the most disruptive times of the day. This video looks at transitions from the child's perspective and teaches us how to prepare children for transitions, give environmental cues to help children focus, and apply techniques that replace the waiting and boredom of transitions with novelty and interest.

113. Unit 3: Nurturing responsible behavior: A foundation for guidance. Helping children develop responsible behaviors is a key element in preventing discipline problems. This video shows how to start this process by turning many of the requests and problems children bring us into simple tasks they can handle. We learn how to recognize situations where children can take responsibility, the importance of giving children time before offering help, how to ask questions and use cues that encourage children to take action, and strategies that support each child's success.

114. Discipline: Teaching limits with love. Beverly Hills, CA: I Am Your Child Foundation, 1999. VHS, color, 28 min. Dr. T. Berry Brazelton, America's foremost pediatrician, shows parents that setting limits is not punishment, but a loving way to teach a child how to control his or her own behavior. He includes many ideas for gently and firmly setting limits for children from birth through three years old.

115. The Safe Havens Training Project. Pittsburgh, PA: Family Communications Inc., 1998. 2 VHS, color videos, 70 min. total + manual. Mental health, emotional well-being, and learning all start with feeling safe. For trainers who are experienced in child development and violence issues, these are three excellent training modules about working with children who have witnessed violence in their neighborhoods or communities. The two videos are loaned as a set.

Tape 1: The violence that children can see: How children are affected by witnessing violence in their communities and how we can help them (21 min.)

Tape 2: The power of our relationships: Building supportive classrooms for children who witness violence in their communities (28 min.) / The need to be heard: Supporting teachers and child care providers who work with children affected by violence in their communities (22 min.)

Curricula



116. I am amazing: A program promoting health, safety, and self-esteem. Circle Pines, MN: American Guidance Service, 1990. 1 audiocassette, 10 min. + activity manual + 28 sets of cards and game boards + 10 unit posters + 16 family letters + **My amazing body** split-page book. A program of 400+ activities to teach preschool and kindergarten children how their daily decisions affect their health and well-being. Children can move through five learning centers—creative arts, dramatic play, language arts, science and discovery, and table games—at their own pace to learn about body awareness, the five senses, self-esteem, families and friends, feelings, healthy habits, nutrition, outdoor and personal safety, and at-home safety.

117. **Learn not to burn preschool program.** Quincy, MA: National Fire Protection Association, 1991. 1 audiocassette, **Learn not to burn firesafety songs**, by Jim Post, 14 min. + teacher's guide. Children age five and younger are at high risk for burn injuries, and they face twice the risk of fire death as the general population. Use this curriculum to teach eight key fire safety behaviors to children age 3-5. Each lesson includes teacher information, a special song, an illustration for use as an activity sheet or poster, and letters to parents.
118. **Little Bear.** Green Bay, WI: Northeastern Wisconsin In-School Telecommunications (NEWIST/CESA 7) and Bridgework Theater, 1985. VHS, color, 20 min. + teacher's guide + coloring book. Actors in bear and moose costumes perform this non-threatening play showing children age 4-11 how to avoid being sexually abused and what to do about it if it happens. The story shows warm hugs (good touch), crusher hugs and hugs that make a child feel trapped and embarrassed (confusing touch), and gushy, slushy, crummy hugs (bad touch). The video tells children: say no, tell someone, don't keep bad secrets, it's not your fault.
119. **Teacher's program for "Little Bear".** Green Bay, WI: Northeastern Wisconsin In-School Telecommunications (NEWIST/CESA 7) and Bridgework Theater, 1985. VHS, color, 30 min. + teacher's guide. Gives background on child sexual abuse and demonstrates how to introduce the video **Little Bear** and conduct follow-up discussion with children age 4-11 in ways that teach them how to apply these safety concepts in specific real life situations.

Health and Safety in the Child Care Environment



120. **Lice: Some things shouldn't be shared.** Newton, MA: National Pediculosis Association Inc., 1992. VHS, color, 12 min. This video on the prevention, detection and treatment of head lice would be an ideal way to introduce your lice prevention campaign to parents.
121. **Mastering asthma.** Elk Grove Village, IL: American Academy of Pediatrics, 1998. VHS, color, 21 min. Good information on asthma's causes, symptoms, warning signs, and medications. Encourages parents and children to become active partners in asthma management.
122. **Young children learning to manage asthma: It's a family affair.** Atlanta, GA: Georgia State University, 1994. VHS, color, 15 min. A seven-year-old boy explains how well he has learned to manage his asthma and shows us what the physicians and families of three other children—age 18 months, three years, and five years—have taught them to do to manage their asthma at each stage of development.
123. **Hazardous materials emergencies: Are you prepared?** Madison, WI: City of Madison, 1996. VHS, color, 10 min. This program from the Madison City Channel explains emergency preparedness response systems and briefly shows steps you can take to prepare for an emergency and to protect yourself and the children in your care.
124. **Playground surfaces.** Cedar Falls, IA: National Program for Playground Safety, University of Northern Iowa, 1999. VHS, color, 16 min. How to install and maintain safe playground surfaces such as wood mulch, pea gravel, sand, shredded rubber, and rubber mats.

Meals and Nutrition



125. **The case of the rubber chicken.** Pullman, WA: Information Department, College of Agriculture and Home Economics, Washington State University, 1998. VHS, color, 8 min. Very funny video to begin or end a training on food safety. Salmonella Sally enthusiastically violates all the food safety rules while making her chicken surprise salad with a rubber chicken. At the end of the process, Glo-Germ powder shows us that she has completely contaminated her kitchen and the food. The tape does not cover good food handling practices—that is left up to the trainer—but gives us a negative example that's hard to forget.



126. **Ingredients for a good start.** Sacramento, CA: California Department of Education, 1993. VHS, color, 25 min. + guide. Children's food needs are influenced by their developmental stage, temperament, personal preferences, cultural and family practices, and other individual differences. This tape urges caregivers to consider these factors as they help children get the nourishment they need and develop healthy habits and attitudes toward food.
127. **Room at the table: Meeting children's special needs at mealtime.** Sacramento, CA: California Department of Education, 1996. VHS, color, 24 min. + guide. Basic information to train caregivers in helping preschoolers with special health needs to have successful mealtimes. Simple, useful ideas for modifying food texture, supporting the child's eating position, waking up the mouth muscles, strengthening lip closure, facilitating chewing and swallowing, and making it easier to hold a spoon.
128. **Today's special: A fresh approach to meals for preschoolers.** Sacramento, CA: California Department of Education, 1995. VHS, color, 26 min. + guide. Creating healthy meals for children takes organization and skill. This video helps caregivers get organized by offering a fresh approach to planning menus and purchasing and preparing food for preschoolers. Includes recipes and cooking demonstrations for five tasty, nutritious dishes.
129. **El especial de hoy: Ideas novedosas para las comidas de niños preescolares.** Spanish version of the above tape.

Child Abuse Prevention



130. **Make a difference: report child abuse and neglect.** (Indiana Steps Ahead.) Washington, DC: NAEYC, 1996. VHS, color, 22 min. The harsh reality of child abuse and neglect is discussed with professionals who share information regarding the indicators of abuse and neglect, what to do if abuse is suspected, and policies you can put in place to decrease the chance of abuse.

*Complacency
is a far more dangerous attitude
than outrage.
-Naomi Littlebear.*



131. **Protective behaviors for children: A guide for parents.** Natalie Aikins and Keli Meyer. Produced by the Madison Police Department and Citicable 12. Madison, WI: City of Madison, 1994. VHS, color, 26 min. + booklet + fact sheets. Describes the Student Anti Victimization Education (SAVE) program taught in Madison schools by the Madison Police Department. Tells parents and caregivers why not to teach "stranger danger" or "good touch, bad touch" and what to teach instead to help prevent child sexual abuse.
132. **Raising sexually healthy children: Sexual development, sexual abuse prevention and self esteem for children under seven.** Susan Hoke. Lake Zurich, IL: Learning Seed, 1998. VHS, color, 28 min. + guide. How to talk to kids about sensitive body issues in ways that communicate love and respect and build self-esteem and body acceptance instead of shame. Shows parents talking to their children about difficult issues such as where babies come from, playing doctor, "dirty" words, appropriate vs. inappropriate touch, and body safety. Features social worker Susan Hoke, author of **My body is mine; My feelings are mine.**
133. **McGruff on dangerous strangers.** Produced in association with the National Crime Prevention Council. Chatsworth, CA: AIMS Media, 1994. VHS, color, 18 min. + discussion guide. McGruff the Crime Dog and his nephew Scruff discuss how children can protect themselves from people who might be dangerous. The program shows children in various types of dangerous situations, such as being lured into a stranger's car, and tells young viewers how to respond. Primary level.
134. **Crying... what can I do? (Never shake a baby).** Groveport, OH: SBS Prevention Plus, 1992. VHS, color, 8 min. This tape about Shaken Baby Syndrome discusses the dangers of shaking babies and various strategies for coping with crying infants.
135. **Llorar...que puedo hacer? (Nunca sacuda a un bebé).** Spanish version of the above tape.

Organizations Serving Child Care & Related Professions

Black Child Development Institute (BCDI) -

Milwaukee Affiliate

Wanda Montgomery

6618 N Teutonia Ave

Milwaukee WI 53209

(414) 228-6020

Fax: (414) 228-6026

wjmontgomery@excelonline.com

<http://www.nbcdi.org>

The mission of the Black Child Development Institute is to improve and protect the quality of life of African American children and families.

Child Care Information Center (CCIC)

2109 S Stoughton Road

Madison WI 53716

(608) 224-5388 or (800) 362-7353

Fax: (608) 224-6178

ccic@dpi.state.wi.us

<http://www.dpi.state.wi.us/ccic>

CCIC is a mail-order lending library and information center serving anyone in Wisconsin working in the field of child care and early childhood education. CCIC provides free information services, library services, and adult learning services to help child care professionals give the best possible start to Wisconsin's children.

The Registry

2517 Seiferth Road

Madison WI 53716

(608) 222-1123

Fax: (608) 222-9779

registry@execpc.com

Jere Wallden, The Registry North

PO Box 866

Boulder Junction WI 54512

Phone/Fax: (715) 385-0009

jwallden@networth.net

The Registry is Wisconsin's recognition system for the childhood care and education profession. It verifies that individuals meet entry level and ongoing training requirements of the Wisconsin licensing code and assesses educational accomplishments and professional contributions beyond those required.

UW-Extension Small Business Development Center (SBDC)

(608) 263-7794

<http://www.uwex.edu/sbdc>

The SBDC, located at 13 sites across the state, welcomes the opportunity to help child care providers establish their businesses by offering confidential, no-cost individual counseling services and low-cost training programs in a variety of business related areas.

Waisman Center on Mental Retardation and Human Development

1500 Highland Avenue

Madison WI 53705-2280

(608) 263-5776

TDD: (608) 263-0802

Fax: (608) 263-0529

<http://www.waisman.wisc.edu>

The Waisman Center at the University of Wisconsin-Madison is one of 14 national centers dedicated to the advancement of knowledge about human development and developmental disabilities through research and practice.

Wisconsin Child Care Administrators' Association (WCCAA)

<http://www.wccaa.org>

WCCAA was formed to help child care administrators in Wisconsin network with each other, to spread the news about issues affecting them, to take joint action on advocacy issues, to help administrators find out about classes and training specifically designed to meet their needs.

Wisconsin Child Care Improvement Project (WCCIP)

PO Box 369

Hayward WI 54843

(715) 634-3905 or (800) 366-3556 (Business Office &

InfoLine)

Fax: (715) 634-8446

<http://www.wccip.org>

WCCIP's mission is to create and enhance quality child development services. This is done by acting as a catalyst to promote integrated/collaborative services; increasing the number of early childhood programs meeting national standards of quality; assisting existing child care programs that need support and stabilization; and educating and informing public policy decision makers. Training and consulting services are available under contract to help child care programs.

Wisconsin Child Care Resource and Referral Network

519 W Wisconsin Avenue

Appleton WI 54911

(920) 734-1739

Fax: (920) 734-3887

(888) 713-KIDS (to reach the nearest CCR&R)

info@wisconsinccrr.org

<http://www.wisconsinccrr.org>

The Wisconsin Child Care Resource and Referral Network is a statewide organization of community-based child care resource and referral agencies committed to building an inclusive, high quality child care/child development system. The mission of the network is to exercise leadership in the creation of such a system and to promote the professional growth and development of member agencies.

**Wisconsin Council on Children and Families (WCCF) -
Madison Office**

16 N Carroll Street, Suite 600
Madison WI 53703
(608) 284-0580
Fax: (608) 284-0583

Milwaukee Office

1442 N Farwell, #508
Milwaukee WI 53202
(414) 807-8173
aarnesen@facstaff.wisc.edu
<http://www.wccf.org>

The Wisconsin Council on Children and Families, Inc. is a not-for-profit child and family advocacy agency. Its mission is to promote the well-being of children and families in Wisconsin by advocating for effective and efficient health, education, and human service delivery systems. Publishes Capitol Comments, a newsletter that focuses on legislative issues affecting children and families.

**Wisconsin Department of Health and Family Services,
Division of Children and Family Services, Bureau of
Regulation and Licensing (BRL)**

1 W Wilson Street
PO Box 8916
Madison WI 53701-8916
Fax: (608) 267-7252
Patty Hammes, Director, (608) 267-7933
hammepl@dhfs.state.wi.us
Anne Carmody, Child Care Program Specialist
(608) 267-9761
carmoaw@dhfs.state.wi.us
<http://www.dhfs.state.wi.us>

The mission of the Bureau of Regulation and Licensing, an agency of the Wisconsin State Government, is to safeguard the general well-being of Wisconsin consumers of state regulated occupational and professional services.

**Wisconsin Department of Public Instruction, Division for
Libraries, Technology and Community Learning,
BadgerLink Project**

(888) 542-5543
badgerli@dpi.state.wi.us
<http://www.dpi.state.wi.us/badgerlink>

BadgerLink is a project of the state's Division for Libraries, Technology and Community Learning. Its goal is to provide, via the Web, increased access to information resources (including full text articles on child care topics) for Wisconsin residents in cooperation with the state's public, school, academic, and special libraries. The service is free to any individual in Wisconsin who can access the Internet using a Wisconsin-based Internet services provider or by going to their local library.

**Wisconsin Department of Workforce Development,
Division of Economic Support, Office of Child Care (OCC)**

201 E Washington Avenue, Room 171
PO Box 7935
Madison WI 53707-7935
Dave Edie, Director, (608) 266-6946
Fax: (608) 267-3240
edieda@dwd.state.wi.us
<http://www.dwd.state.wi.us/des/childcare>

The Office of Child Care, an agency of the Wisconsin State Government, works in cooperation with the early childhood community in administering a wide variety of programs and services to provide access to affordable, high quality child care and early education experiences, to enhance our children's development and to support their families in work and parenting roles.

**Wisconsin Early Childhood Association (WECA)
Madison Office**

2040 Sherman Avenue
Madison WI 53704
(608) 240-9880 or (800) 783-9322
Fax: (608) 240-9890
Milwaukee Office
1603 N Cass Street
Milwaukee WI 53202
(414) 278-9322 or (414) 278-9338
Fax: (414) 278-9336
mbabula@wecanaeeyc.org

WECA, an affiliate of the National Association for the Education of Young Children, is a professional association dedicated to improving the quality of care and education provided to Wisconsin's young children.

Wisconsin Early Childhood Collaborating Partners

Jill Haglund
Wisconsin Department of Public Instruction
PO Box 7841
Madison WI 53707
(608) 267-9625
jill.haglund@dpi.state.wi.us
<http://www.dpi.state.wi.us/dpi/dlcl/bbfcsp/eccopthm.html>

The Wisconsin Early Childhood Collaborating Partners is a statewide group of nearly 200 public and private agencies and associations united through a common desire for a blended, comprehensive delivery system for high quality early childhood care and education.

Wisconsin Family Child Care Association (WFCCA)

Kathy Stein
530 DePere Road
Denmark WI 54208
(920) 863-8091
Thregr8kdz@aol.com
<http://www.geocities.com/Heartland/Pointe/8350/index.html>

WFCCA was formed to provide family child care providers with support, involvement, and communication with others in the child care profession.

Wisconsin Head Start Association (WHSA)

122 E Olin Avenue, Suite 110
 Madison WI 53713
 (608) 265-9422
<http://www.waisman.wisc.edu/earlyint/whsa>

Head Start is a Federal program for preschool children from low-income families. The Wisconsin Head Start Association is dedicated to assuring the availability of comprehensive, top quality services for children and families in our state. They accomplish this through advocacy, the delivery of professional development services, and the creation of unique resources for people and organizations committed to families.

Wisconsin Professional Credential for Child Care Administrators (WPCCCA)

Jeanne M. O'Brien
 (414) 453-2659
jobrien@world.std.com
 or contact The Registry

An 18-credit sequence of courses offered throughout Wisconsin.

Wisconsin School Age Care Alliance (WISACA)

Linda Eisele
 After School Inc.
 1201 McKenna Blvd
 Madison WI 53719
 (608) 276-9782, ext.12
 Fax: (608) 276-4050
leisele@afterschoolinc.org

The Wisconsin School Age Care Alliance's mission is to advocate for school-age children and enhance and promote quality school-age programming by providing a professional network for all interested individuals and organizations.

Wisconsin Women's Network Child Care Task Force

Mary Babula, (608) 240-9880
mbabula@wecanaeyc.org
 Kathy Kiefer, (414) 453-0509

The Child Care Task Force is an advocacy coalition of child care and other groups that develops and reviews state and federal legislation and policies affecting children and families who use child care.



*We who have rocked
 the cradle are now
 using our heads to
 rock the boat.
 -Wilma Scott Heide.*

National Agencies and Organizations**Center for the Child Care Workforce (CCW)**

733 15th Street NW, Suite 1037
 Washington DC 20005
 (202) 737-7700
 Fax: (202) 737-0370
ccw@ccw.org
<http://www.ccw.org>

Non-profit research, education and advocacy organization committed to improving child care quality by upgrading the compensation, working conditions, and training of child care teachers.

Center on Budget and Policy Priorities (CBPP)

820 First Street NE, Suite 510
 Washington DC 20002
 (202) 408-1080
 Fax: (202) 408-1056
bazie@cbpp.org
<http://www.cbpp.org>

Offers kits on the Earned Income Tax Credit and on free and low-cost health insurance for children.

Child Care Law Center (CCLC)

973 Market Street, Suite 550
 San Francisco CA 94103
 (415) 495-5498
 Fax: (415) 495-6734
<http://www.childcarelaw.org>

Specializes in the complex legal issues surrounding child care.

Ecumenical Child Care Network

8765 W Higgins Road, Suite 405
 Chicago IL 60631
 (773) 693-4040
 Fax: (773) 693-4042

Advises on and advocates for high quality, equitable, and affordable child care and education in churches and other religious organizations.

National Association for Family Child Care (NAFCC)

525 SW 5th Street, Suite A
 Des Moines IA 50309-4501
 (515) 282-8192
 Fax: (515) 282-9117
nafcc@nafcc.org
<http://www.nafcc.org>

Promotes quality child care by strengthening the profession of family child care.

National Association for the Education of Young Children (NAEYC)

1509 16th Street NW
Washington DC 20036-1426
(800) 424-2460 or (202) 232-8777
Fax: (202) 328-1846
naeyc@naeyc.org
<http://www.naeyc.org>

The nation's largest organization of early childhood professionals works to improve professional practice and working conditions in early childhood education and build public understanding and support for high quality early childhood programs.

National Child Care Information Center (NCCIC)

243 Church Street NW, 2nd Floor
Vienna VA 22180
(800) 616-2242
Fax: (800) 716-2242
TTY: 1-800-516-2242
info@nccic.org
<http://www.nccic.org>

Excellent source of information about child care and links to national child care organizations and clearinghouses.

National Resource Center for Health and Safety in Child Care

UCHSC at Fitzsimons
National Resource Center for Health and Safety in Child Care
Campus Mail Stop F541
PO Box 6508
Aurora CO 80045-0508
(800) 598-KIDS
Fax: (303) 724-0960
Natl.child.res.ctr@uchsc.edu
<http://nrc.uchsc.edu>

Makes available the full set of National Health and Safety Performance Standards, individual states' child care licensure regulations, health and safety tips.

Redleaf National Institute

Tom Copeland, Director
450 N Syndicate Avenue, Suite 5
St Paul MN 55104
(651) 641-6675
Fax: (651) 645-0990
rni@redleafinstitute.org
<http://www.redleafinstitute.org>

Excellent source of business and tax information for family child care providers.

Tribal Child Care Technical Assistance Center (TriTAC)

Hotline: (800) 388-7670
Linda Kills Crow, Project Director, Pawhuska OK
(918) 287-2692
Fax: (918) 287-1877
kills@fullnet.net
Karen Bray, Project Manager, McLean VA
(703) 821-2226, ext. 236
Fax: (703) 821-3680
tritac2@aol.com
<http://nccic.org/tribal>

Provides technical assistance to tribes and tribal organizations in their efforts to strengthen child care services for Native American children and families.

U.S. Consumer Product Safety Commission (CPSC)

Washington DC 20207
Hotline: (800) 638-2772
Fax: (301) 504-0399
<http://www.cpsc.gov>

Distributes up-to-date safety and product recall information.

International Organizations

OMEP-USNC (U.S. National Committee of the World Organization for Early Childhood Education)

2460 16th St. NW
Washington DC 20009-3575
<http://omep-us.crc.uiuc.edu/>
Regular membership, with subscription to International Journal: \$35.00

OMEP (Organization Mondiale pour l'Education Préscolaire) is the only world-wide non-governmental organization (NGO) that focuses on young children, ages 0-8, and has close ties with UNICEF, UNESCO and the Council of Europe. OMEP's objective is to use every possible means to promote the optimum conditions for the well-being of all children, their development and happiness within their families, institutions, and society. To this end, OMEP assists any undertaking to improve early childhood education, and supports scientific research that can influence these conditions. The USNC also works to educate its members and the public about issues relating to young children throughout the world.

The world members of OMEP are over 60 National Committees around the globe. The World Assembly is held every third year, with regional seminars in other years. The USNC annual membership meeting takes place at the NAEYC Annual Conference. Meetings are held at other conferences, including ACEI, SECA and many regional and state conferences. The USNC is divided into eight geographical regions. The **Governing Board** includes the USNC officers and Regional Representatives from the 8 regions. President-elect is Dr. Lenore Wineberg of UW-Oshkosh and the representative for the Great Lakes Region, to which Wisconsin belongs, is Lita Haddad, Wisconsin Child Care Information Center.

Fitness Plan for Child Care Providers

1. Rock in a rocking chair with your feet up against a wall or table even with your lap. Since you don't want the children imitating feet on the table, you might want to bring a solid tree stump to your chair. It also serves as a great jumping off point for the kids while you are doing your crunches and providing a shoulder or lap for your little ones, too.
2. Park the van or car at the furthest spot in the lot so that you get in a one-minute walk to the door and the extra fresh air. Also, if hauling kids and strollers, you escape the stress of watching traffic, kids, dents, etc.
3. Sit on the floor opposite the children. Spread your legs as wide as you can and roll a ball back and forth to the children. Bend as low as you can when you send the ball and when you retrieve it with your arms stretched as far out as you can.
4. Remember, you only eat once, not both with the children and again when you have a break to yourself. You must make a choice. Settling for half portions usually doesn't work; it's so easy to take a little more. If you'd like to sit with the children but not eat, pour yourself a tall glass of water "on the rocks" with a lemon slice in it.
5. Take one item at a time from the washer and the dryer. Stand upright and then bend from the waist as far as you can without bending your knees, putting each item individually into the laundry basket. Have the children count with you as you do it.
6. Use your clotheslines whenever you can. Run to the lines and run back. Make it a race with the kids. Bend and stretch again with each item you hang. Count with your kids. Talk about the colors, the parts of the garments and which parts of the body match them, who it belongs to and show them how to fold them afterward.
7. Jump rope. Swinging the rope for the kids is good for the arms, too. Remember to alternate arms.
8. Go up and down the bottom step of your outside steps. Sing a song or chant with the kids in rhythm. Then jump up and jump down from the same step, counting, naming colors, months, days of the week, everybody's names, favorite foods, whatever list the kids choose.
9. Let the children comb your hair. They love it! Let them rub a nice smelling handcream on your hands and massage it in. Consider it built-in beauty treatment time with your own team of personal fitness coordinators.
10. Put on music YOU like that has a good beat and a happy message. And DANCE! Dance, dance, dance...if not physically, in spirit!

-tante Lita



*The only thing that ever sat its way to success was a hen.
-Sarah Brown.*

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